

Grade Eight

Students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

Knowledge and Skills

Standard of Learning

- 8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and well-being during the adolescent years. Key concepts/skills include:
- a) the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;

Understanding the Standard

The student will understand the relationship between pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting certain diseases.

Essential Knowledge and Skills

The student will:

- define pathogen and give examples of pathogenic diseases. (a disease-causing organism – cold, measles, chickenpox, influenza, smallpox, strep throat, tuberculosis, lyme disease, Rocky Mountain spotted fever, typhus, ringworm, athlete's foot, malaria, dysentery, etc.)
- define genetic disorder and give examples of genetic diseases/disorders. (defect in genes or sections of chromosomes – diabetes, heart disease, hemophilia, cancer, multiple sclerosis, cerebral palsy, sickle-cell anemia, lupus, epilepsy, Down syndrome, etc.)
- list age-related diseases. (arthritis, heart disease, stroke, osteoporosis, diabetes, etc.)
- give examples of diseases common among various cultures. (diabetes, growth hormone deficiency, etc.)
- describe diseases caused by environmental factors. (skin cancer and other cancers, allergies, malnutrition, lung disease from second-hand smoke, etc.)
- give examples of diseases caused by specific behaviors. (lung cancer, heart disease, diabetes, liver disease, etc.)
- list factors that may increase the risk of contracting diseases caused by the above factors.

Instructional Resources

- Centers for Disease Control – <http://www.cdc.gov/nccdphp/sgr/mm.htm>
- Centers for Disease Control – <http://www.cdc.gov/hrqol/community.htm>
- Community Health Status Indicators Project – <http://www.communityhealth.hrsa.gov>
- Centers for Disease Control – <http://www.cdc.gov/hrqol/findings.htm>
- Office of Justice Programs – <http://www.ojp.usdoj.gov>
- Toolkit to End Violence – <http://toolkit.ncjrs.org>

Assessment Ideas

The student will:

- identify appropriate Web sites to research the cause, risk factors, symptoms, and prevention of a selected disease, and formulate a hypothesis to eradicate the disease in the future.
- prepare a poster presentation depicting the diseases common to a specific era in history, comparing them to diseases of today.
- summarize research findings on environmental and behavioral diseases and draw conclusions on the relationship between them, if any.

Knowledge and Skills Eighth Grade

Standard of Learning

- 8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and well being during the adolescent years. Key concepts/skills include
- b) the roles of preventative health measures, immunization, and treatment in disease prevention;
 - h) the risk factors associated with communicable and noncommunicable diseases.

Understanding the Standard

The student will understand the relationship between preventative health care measures, immunization, proper treatment, and disease prevention; and will recognize risk factors associated with communicable and noncommunicable diseases.

Essential Knowledge and Skills

The student will:

- define preventive health care measures. (treating a disease or injury so that it does not get worse, getting proper nutrition, physical activity, rest, etc.)
- define immunization. (a vaccine of dead or weakened germs that causes the immune system to produce antibodies)
- list examples of treatment for several diseases.
- list common noncommunicable diseases. (cancer, diabetes, heart disease, high blood pressure, arthritis, etc.)
- list common communicable diseases. (influenza, mononucleosis, head lice, food-borne diseases – e-coli, salmonella, trichinosis – tick-borne diseases, bacterial infections, etc.)
- determine risk factors associated with communicable and noncommunicable diseases.
- list preventative measures for various diseases.

Instructional Resources

- Review 6.1e
- American Medical Association
- School Nurse or Local Physician
- Centers for Disease Control – <http://www.cdc.gov>
- Thrive Online – <http://www.thriveonline.com/quizzes.html>
- Center for Disease Control – Travelers Health – <http://www.cdc.gov/travel>

Assessment Ideas

The student will:

- explain how preventative health care measures, immunization, and proper treatment help to prevent diseases.
- research the differences in prevention techniques and available technology between one era in history and today. Project what medical resources may be available in the future.
- present findings on an individual who made a significant contribution to either the treatment or prevention of disease. After all reports are presented, students will rank the top five contributions.
- develop a poster presentation on a specific disease, comparing treatment of today with that of 50 years ago.
- research a famous person who died from a disease, and discuss the cause, progression, and treatment of the disease. Decide what the individual could have done differently, or how treatment has changed since that time.

Knowledge and Skills Eighth Grade

Standard of Learning

- 8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and well being during the adolescent years. Key concepts/skills include:
- c) the short- and long-term health issues related to alcohol abuse and tobacco use.

Understanding the Standard

The student will understand the short and long-term physical, mental, and social complications associated with alcohol and tobacco abuse.

Essential Knowledge and Skills

The student will:

- define alcohol abuse. (underage, binge drinking, peer pressure, etc., and the psychological or physical addiction to alcohol)
- give examples of nicotine delivery mechanisms. (cigarettes or smokeless tobacco)
- describe the short- and long-term health consequences of alcohol and tobacco abuse. (impairs physical and mental growth and development of young people and causes poor judgment, loss of memory, bad breath, gum disease, heart and vascular disease, emphysema, cancer, cirrhosis of the liver, etc.)

Instructional Resources

- School Resource Officer or Local Police Department
- Al-Anon and Alateen – <http://al-anon.alateen.org>
- Drugs and Teen Substance Abuse – <http://www.focusas.com/SubstanceAbuse.html>
- Growing Up in Smoke – <http://smoke-free.eire.org/contents.htm>
- CDC Office on Smoking and Health – <http://www.cdc.gov/nccdphp/osh>
- Drug Enforcement Administration – <http://www.dea.gov>
- Alcoholism and Drug Dependence – <http://www.ncadd.org/facts/problems.html>
- National Clearinghouse for Alcohol and Drug Information – <http://nsawi.health.org>
- National Drug Control Policy and Anti-Drug Media Campaign – <http://www.mediacampaign.org>
- Council on Alcoholism – <http://www.councilonalcoholism.net/DWI.htm>
- Drug and Violence Prevention – <http://dave.esc4.net>
- Centers for Disease Control – <http://www.cdc.gov>
- Alcoholism and Alcohol Related Problems – <http://www.ncadd.org/facts/problems.html>
- Addiction to Chewing Tobacco – <http://webmd.lycos.com/content/articles/1685.50185>
- Smoking – <http://www.tabacco.org>
- Drug and Violence Prevention – <http://dave.esc4.net>

Assessment Ideas

The student will:

- compare and contrast the effects of alcohol and tobacco on the body.
- identify the body systems affected by tobacco and alcohol use.
- summarize the mental and social consequences of tobacco and alcohol abuse.
- evaluate the economic impact of tobacco and alcohol abuse.

Knowledge and Skills Eighth Grade

Standard of Learning

- 8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and well being during the adolescent years. Key concepts/skills include:
- d) the impact of failing to recognize issues related to emotional and mental health;

Understanding the Standard

The student will understand the importance of recognizing symptoms of, and getting treatment for, emotional and mental health illnesses.

Essential Knowledge and Skills

The student will:

- define mental and emotional health. (the ability to accept oneself and others, cope with emotions, and deal with change and the many challenges one encounters in life)
- discuss adolescent mental or emotional problems. (anxiety, depression, stress, peer pressure, self-image, or relationship problems, etc.)
- list healthy methods teens can use to cope with emotional health issues.
- list medical or counseling services for mental and emotional health problems.

Instructional Resources

- Review 7.1c-d
- Mental Health Agencies
- School Guidance Counselors and Other School Crisis Management Team Members
- Local Psychologists and Psychiatrists
- Centers for Disease Control – <http://www.cdc.gov/hrqol/findings.htm>
- Toolkit for Health and Mental Health Care – <http://toolkit.ncjrs.org>
- Self Harm – <http://www.selfharm.com>
- American Self Harm Information Clearinghouse – <http://www.selfinjury.org>
- Prevent Suicide Virginia – <http://www.vahealth.org/civp/preventsuicideva/index.htm>

Assessment Ideas

The student will:

- identify and list adolescent mental or emotional problems.
- compare and contrast services provided by psychologists and psychiatrists.
- rank symptoms of mental/emotional problems based on severity.
- using case studies, recommend possible solutions or sources of help for specific mental/emotional problems.

Knowledge and Skills Eighth Grade

Standard of Learning

- 8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and well being during the adolescent years. Key concepts/skills include:
- e) the health risks associated with feelings of immortality;

Understanding the Standard

The student will understand the health risks associated with feelings of immortality.

Essential Knowledge and Skills

The student will:

- define immortality and reasons why young people may feel invincible.
- list activities which contribute/reinforce feelings of immortality.
- identify individuals who choose to participate in extreme sports or other high-risk activities.
- discuss the consequences of situations where feelings of immortality override rational thoughts.

Instructional Resources

- Local Mental Health Agencies
- Counselors and School Psychologists
- Local Psychiatrists and Psychologists
- Community Health Status Indicators Project – <http://www.communityhealth.hrsa.gov/countyinfo.asp>
- Centers for Disease Control – <http://www.cdc.gov/hrqol/findings.htm>
- Toolkit for Health and Mental Health Care – <http://toolkit.ncjrs.org>
- Injury Prevention Web – <http://www.injurypreventionweb.org>
- Adolescents and Decision Making – <http://www.innerself.com/Parenting/decisions.htm>

Assessment Ideas

The student will:

- identify individuals who are considered risk-takers and discuss why they take these risks.
- compare and contrast high-risk activities or behaviors that were prevalent 20 to 50 years ago to those of today.
- interview parents, grandparents, or other adults to identify activities considered risky when they were teens.

Knowledge and Skills Eighth Grade

Standard of Learning

- 8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and well-being during the adolescent years. Key concepts/skills include:
- f) the consequences of involvement in potentially dangerous situations;

Understanding the Standard:

The student will understand the health risks associated with involvement in potentially dangerous situations.

Essential Knowledge and Skills

The student will:

- identify and explain risk-taking behaviors. (behavior that may cause injury or harm to you or others – risk-taking behaviors usually have consequences)
- discuss potentially dangerous situations and subsequent consequences associated with these behaviors.
- provide information relative to avoiding involvement in high-risk behaviors. (good judgement, attitude, maturity, self image, self control, etc.)

Instructional Resources

- Review 7.1b
- Centers for Disease Control – <http://www.cdc.gov/safeusa/communit/safecomm.htm>
- National Center for Injury Prevention and Control – <http://www.cdc.gov/ncipc>
- Avoiding Dangerous Situations – <http://www.isbe.state.il.us/ils/classassess/pdh/health/Stage%20H/health24Cpdf>
- Personal Safety Outside the Classroom – http://www.teacherhelp.com/article_archieve/life_5.html
- Extreme Behavior – <http://www.pamf.org/teen/extreme/index.cfm>
- Reducing Risky Behaviors – http://www.childrenshealth.gov/topics/risky_b
- Adolescent Risky Behaviors and Family Environment – <http://aspe.hhs/riskybehav01>
- Avoiding Risky Behaviors – <http://www.healthierus.gov/behaviors.html>
- Crime and Risky Behaviors – <http://www.prevlink.org/clearinghouse/catalog>
- Extreme Behavior – <http://www.pamf.org/teen/extreme/index.cfm>
- Reducing Risky Behaviors – http://www.childrenshealth.gov/topics/risky_b
- Adolescent Risky Behaviors and Family Environment – <http://aspe.hhs/riskybehav01>
- Avoiding Risky Behaviors – <http://www.healthierus.gov/behaviors.html>
- Crime and Risky Behaviors – <http://www.prevlink.org/clearinghouse/catalog>

Assessment Ideas

The student will:

- role play situations in which teens choose to avoid high-risk situations.
- in small groups, write an ad urging other teens to avoid high-risk behaviors.
- evaluate media advertisements purporting safe behaviors.

Knowledge and Skills Eighth Grade

Standard of Learning

- 8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and well-being during the adolescent years. Key concepts/skills include:
- g) the results of a sedentary lifestyle;

Understanding the Standard

The student will understand the consequences of a sedentary lifestyle.

Essential Knowledge and Skills

The student will:

- define and give examples of a sedentary lifestyle.
- identify mental health disorders and academic performance consequences of a sedentary lifestyle.
- describe the physical health risks associated with a sedentary lifestyle.

Instructional Resources

- Sedentary Lifestyle – <http://www.sdchip.org/pdfs/G-nutrition%20edited.pdf>
- Lifestyles: Self-Help – <http://www.essortment.com/in/Lifestyles.Self-Help/index.htm>
- Research on Sedentary Lifestyle Diseases:
 - Centers for Disease Control – <http://www.cdc.gov/nccdphp/sgr/mm.htm>
 - Centers for Disease Control – <http://www.cdc.gov/hrqol/index.htm>
- American Heart Association – <http://www.americanheart.org>
- SUA Fitness Center Assessment – <http://www.shapeup.prg/fitness/index.htm>
- Poor Nutrition and Sedentary Lifestyle – <http://www.sdchip.org/pdfs/G-nutrition%20edited.pdf>
- American College of Sports Medicine – <http://www.acsm.org/sportmed>
- American Council on Fitness – <http://www.acefitness.org>
- Tips to Avoid a Sedentary Lifestyle – <http://www.applesforhealth.com/sedenlife1.html>

Assessment Ideas

The student will:

- list examples of sedentary lifestyles.
- identify strategies for motivating sedentary individuals to become more active.
- analyze physical changes that occur when they are sedentary for long periods of time.
- analyze emotional changes that occur when they are sedentary for long periods of time.
- determine why most athletes have better grades when they are involved in their sport compared to periods of time they do not participate in regular rigorous physical activity.

Knowledge and Skills Eighth Grade

Standard of Learning

8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include:

- a) the risks associated with gang-related activities;
- b) the benefits of using resistance, problem-solving, and decision-making skills for resolving health issues;

Understanding the Standard

The student will understand benefits of using the resistance, problem-solving, and decision making skills to manage personal and family health and the risks associated with gang-related activities.

Essential Knowledge and Skills

The student will:

- define
 - negative peer pressure;
 - resistance skills;
 - problem solving; and
 - decision making.
- describe gang-related behaviors.
- discuss risks associated with gang-related activities.
- discuss how resistance, problem-solving, and decision-making skills can lead to healthier decisions.

Instructional Resources

- Review 7.1a-b
- School Resource Officer or Guidance Counselor
- Life Skills Program
- Health Textbooks
- How Assertive Are You? – <http://www.theoaktree.com/assrtquz.htm>
- A Parent's Guide for Preventing Gangs – <http://www.lunaweb.com/pargang.htm>
- Preventing Violence – <http://www.Colorado.EDU/cspv/index.html>
- Peer Pressure and Choices – <http://www.doitnow.org/pages/163.html>
- Gangs: The Hard Facts – <http://www.childhoodresources.com/article1018.html>
- Avoiding Gangs and Bullies – <http://www.healthteacher.com/lessonguides/injuries/middle/inj4ms/printout3.asp>
- Drug and Violence Prevention – <http://dave.esc4.net>

Assessment Ideas

The student will:

- role play the use of resistance, problem-solving, and decision-making skills to manage personal and family health.
- identify reasons teens should avoid gangs.
- design problem-solving vignettes suitable for use by eighth grade students.

Knowledge and Skills Eighth Grade

Standard of Learning

- 8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include:
- c) the importance of developing relationships that are positive and promote wellness;
 - d) the benefits of developing and implementing short- and long-term health and fitness goals that are achievable and purposeful.

Understanding the Standard

The student will understand that developing positive relationships with others will help promote mental and physical wellness, and the importance of developing and implementing short- and long-term health and fitness goals.

Essential Knowledge and Skills

The students will:

- identify how developing positive relationships promotes wellness.
- describe the goal-setting process:
 - identify the goal;
 - list the steps to reach the goal;
 - get help and support from others;
 - evaluate progress along the way; and
 - reward yourself once the goal is achieved.
- analyze why goal setting is a critical component of a personal fitness program.
- describe and give examples of the difference between short- and long-term goals.

Instructional Resources

HeartPower

Grades 6-8

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based.

- Healthy Snacks – quick activity (Discusses what makes snacks healthy. Students develop recipes for healthy snacks and plan how they would market the snack.)
- Build Your Own Pyramid – activity sheet (Students record what they eat throughout the day on the food pyramid and discuss the results.)
- Become a Fat Detective – quick activity (Students analyze fast food menus to find fats and discuss more healthy ways to cook.)
- Aerobic or Anaerobic? – quick activity (Discusses differences between aerobic and anaerobic exercise, and the relationship between regular physical activity and a healthy heart. Students keep records of their activities.)
- How Does the Heart Work? – lesson idea
- What Increases the Risks of CVD? – lesson idea
- More or Less? – lesson idea
- Why is a Low-Fat Diet a More Healthful Diet? – lesson idea (Encourages children to eat a variety of healthy foods to maintain a healthy heart. Activity sheets.)
- How Do You Choose a Physical Activity? – lesson idea (Relationship between exercise, body concept and a healthy heart. Activity sheets. Create an exercise video.)

- How Can You Help Others Stay Tobacco Free? – lesson idea
- Why is Secondhand Smoke Dangerous? – lesson idea
- Build Your Own Pyramid – activity sheet
- Today's Specials – activity sheet
- What or Who Influences Your Food Choices? – lesson idea (Relationship between healthful food choices and self-concept.)

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

Middle Level Interdisciplinary Curriculum (Mid-LINC)

Curriculum teaches nutrition concerns to pre-adolescents.

- Prehistoric vs. Modern Diet
- Growing to the Max
- Food-Environment Connection

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition/cwp

Planet Health

Grades 6-8

*Evaluated program with mixed results

Interdisciplinary curriculum encouraging students to choose healthy foods, increase physical activity, and decrease inactivity. Includes 63 lessons, “Power Down” campaign to decrease television viewing, FitCheck tool to check fitness level, and worksheets. Gives students skills to make healthy changes, strengthen competence, and foster support.

Sponsor: Harvard University

<http://www.humankinetics.com>

+Cost

The SPARK Programs (Sports, Play and Active Recreation in Kids)

Grades preK-8

*Evaluated program with mixed results

Program to increase physical activity within and outside of school. Includes materials for PE and non-PE teachers. Special teacher training required.

Sponsor: San Diego University

E-mail: spark@sparkpe.org

+Cost

Sports Nutrition for Adolescents

Grades 6-8

Promotes healthful nutrition to students participating in school or community-based athletics.

- Sports Drinks
- Sports Bars and Energy Foods
- Sports Diet
- Protein Power
- Recovery Carbs

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition

Teens Eating for Energy and Nutrition at School (TEENS)

Grades 6-8

*Evaluated program

Program to increase fruits and vegetables and reduce fat intake. Taught by peer leaders.

Sponsor: Learning Zone Express

<http://www.learningzoneexpress.com>

You Are What You Eat

Explores how social class might affect personal health, understanding of nutritional needs, and methods for community change.

PBS

Two-four class periods

<http://www.pbs.org/peoplelikeus/resources/lessonplans/health.html>

Free

yourSELF Middle School Education Kit

Grades 6-9

Students understand how their decisions about eating patterns and physical activity affect how they grow and their health as adults. Helps students make healthy choices. Includes magazine, workbooks, teacher's guide, handouts, video, poster, and project ideas.

Source: U.S. Department of Agriculture

<http://www.fns.usda.gov/tn/educators/index.htm>

Instructional Lessons

A Healthy Diet

Grades 5-8

Maintain a three-day food diary to determine how much fat is consumed.

Sponsor: PBS

Two class periods

<http://www.pbs.org/saf/1104/teaching/teaching3.htm>

Free

A Meal of Endurance

Grades 5-8

Explores nutritional value of antarctic explorers' high fat diet.

Sponsor: PBS

One class period

<http://www.pbs.org/teachersource>

Free

Eat This!

Grades 6-8

Modifies personal diets relative to special needs (vegetarians, athletes, diabetics, food allergies). Evaluates how diet is related to disease.

Sponsor: Georgia State University

Individual lesson plans

<http://www.gsu.edu/~wwwche/lessons.htm>

Free

Eating Forever

Importance of healthy diet and regular exercise.

Sponsor: PBS

One-two class periods

<http://www.pbs.org/stealingtime/resources/lesson2print.htm>

Free

Let's Get Moving!

Students consider different forms of physical activity; track exercise; and compare with other children throughout the U.S. Keep daily log for one-two weeks.

Three class periods

- Keeping a Physical Activity Log
- Classroom Comparison of Activities
- Family Fitness

Sponsor: Michigan State University

<http://commtechlab.msu.edu/sites/letsnet/noframes/subjects/health/b8u4.html>

Free

Mission Nutrition

Grades 6-8

Web-based units and lesson plans covering:

- Self-esteem and body image
- Gender
- Media Awareness
- Healthy Eating (multiple lessons)
- Physical Activity

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

http://www.missionnutrition.ca/english/teachers/teachers_home.asp

Free

Physical Activity

Grades 7-8

Focuses on fitness as fun; the benefits of physical activity; and barriers to physical activity.

Three class periods

Sponsor: Mission Nutrition

http://www.missionnutrition.ca/english/teachers/print_fitness.htm

Free

Additional Instructional Resources

- American Cancer Society – “Generation Fit” – e-mail: rita.w.miller@cancer.org
- American Heart Association – Hoops For Heart (basketball fund-raising activity for AHA - middle schools) – <http://www.americanheart.org>
- Health and Fitness – <http://www.health2fit.com>
- Health Fitness Goals – <http://www.lifeclinic.com/focus/nutrition/physical-fitness.asp>
- Health Textbook
- Local Fitness Centers and Instructors

Assessment Ideas

The student will:

- develop and implement a program for achieving a short- and long-term fitness goal.

- write a poem about developing positive relationships that promote wellness.

Knowledge and Skills Eighth Grade

Standard of Learning

- 8.3 The student will make choices that demonstrate an understanding of the relationship among dietary habits and emotional and physical health. Key concepts/skills include:
- a) causes and effects of compulsive behaviors such as eating disorders;

Understanding the Standard

The student will understand the physical, mental, and emotional causes and the consequences associated with eating disorders.

Essential Knowledge and Skills

The student will:

- define obsessive/compulsive disorder. (trapped in a pattern of repeated behaviors or thoughts)
- explain eating disorders. (damaging eating behaviors that may lead to sickness or even death – anorexia, bulimia, binge, or compulsive overeating, fad diets)
- list signs and symptoms of common eating disorders. (eat very little, eat unusually large amounts of food, tooth decay etc.)
- describe the physical, mental, and emotional effects of eating disorders. (health problems such as obesity, diabetes, or heart disease – guilt, shame, low self esteem, poor body image, etc.)
- explain why individuals develop eating disorders. (obsessed with being thin, may have a distorted body image, etc.)
- provide examples of other obsessive/compulsive disorders.

Instructional Resources

Body Weight and Body Image Lessons for Adolescents

Grades 6-8

Multidisciplinary, interactive lessons:

- Normal Eating and Exercise
- Eating Volumetrically – Eating More for Less
- Portions are Out of Proportion
- Food-Mood Connection
- It's the Little Things That Count
- Barbie, Ken, and Action Toys
- Body Image Distortion

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition

Eating Disorders – Five-Day Lesson Plan

Grades 7-12

Cultural basis for body dissatisfaction and drive for thinness, prejudice, and dieting

Sponsor: National Eating Disorders Association

http://www.nationaleatingdisorders.org/p.asp?webpage_id=365&profile_id=46

+Cost

Go Girls!

Grades 7-12

Enhances girls' self-esteem; empowers media advocacy; explores body image issues; and discusses eating disorders.

<http://www.nationaleatingdisorders.org>

+Cost

Instructional Lessons

Mission Nutrition

Grades 6-8

Web-based units and lesson plans covering:

- Self-esteem and body image
- Gender
- Media Awareness
- Healthy Eating (multiple lessons)
- Physical Activity

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

http://www.missionnutrition.ca/english/teachers/teachers_home.asp

Free

Additional Instructional Resources

- American Psychiatric Association
- BMI Calculator and Factors that Affect BMI (calculates BMI) – <http://www.cdc.gov/nccdphp/dnpa/bmi/bmi-for-age.htm>
- Compulsive Overeating Information – <http://www.somethingfishy.org/whatarethey/coe.php>
- Eating Disorders – <http://www.somethingfishy.org/whatarethey/bulimia.php>
- Eating Disorders for People of Color – <http://www.somethingfishy.org/cultural/roles.php>
- Health Department
- Health Text
- Local Doctors
- National Eating Disorders Association – http://www.nationaleatingdisorders.org/p.asp?webpage_id=373&profile_id=43
- National Heart, Lung, and Blood Institute: BMI Calculator (Adult) – <http://www.nhlbisupport.com/bmi/bmicalc.htm>
- National Women's Health Information Center: Eating Disorders and Adolescents – <http://www.4women.gov/bodyimage>
- Nutrition Calorie Control – <http://www.caloriecontrol.org>
- School Nurse

Assessment Ideas

The student will:

- design a brochure that explains the signs and symptoms of common eating disorders.
- discuss the relationship between self-image and obsessive compulsive behaviors.
- plan a well-balanced diet using the Food Guide Pyramid for one week that avoids the pitfalls of obsessive compulsive eating behaviors.

Knowledge and Skills Eighth Grade

Standard of Learning

- 8.3 The student will make choices that demonstrate an understanding of the relationship among dietary habits and emotional and physical health. Key concepts/skills include:
- b) the relationship between personal health and cognitive performance.

Understanding the Standard

The student will understand the impact physical health has on mental capabilities.

Essential Knowledge and Skills

The student will:

- list the components of physical health.
- describe healthy brain function.
- identify how physical fitness impacts cognitive performance.

Instructional Resources

- Centers for Disease Control – <http://www.cdc.gov/nccdphp/sgr/mm.htm>
- Centers for Disease Control – <http://www.cdc.gov/nccdphp/sgr/summ.htm>
- Linking Health and Learning – <http://www.mnschoolhealth.com/6behaviors.html>
- National Academy of Sciences – <http://nap.edu/readingroom/books/fttr/>
- Analysis of Fitness, Reading, and Math Scores – <http://www.pesoftware.com/Calif.html>

Assessment Ideas

The student will:

- discuss how being physically healthy affects academic performance.
- record, for two weeks, the amount of sleep, nutritious meals, exercise, and performance on quizzes or tests. Draw conclusions based on the results.
- identify why many people do not associate physical fitness with brain function.

Information Access and Use Eighth Grade

Standard of Learning

- 8.4 The student will interpret and evaluate how health information, products, services, and agencies are targeted to impact adolescents. Key concepts/skills include:
- a) a personal system for reviewing appropriateness of print, audiovisual, and electronic media images;

Understanding the Standard

The student will utilize a personal system of review to authenticate and validate the appropriateness of a variety of health education materials (newspapers, magazines, audiovisuals, and electronic information) which target adolescents.

Essential Knowledge and Skills

The student will:

- brainstorm a list of sources of health-related information. (Internet, library, product insert, magazine, TV infomercial, etc.)
- determine which sources are more reliable and appropriate than others:
 - is it based on scientific research?
 - does it provide only one point of view?
 - is it an attempt to sell something?
 - does it provide the same information as another reliable source? and
 - is it appropriate?

Instructional Resources

- Teach-Nology – <http://www.teach-nology.com>
- Healthfinder – <http://www.healthfinder.gov>
- Healthwindows – <http://www.healthwindows.org>
- The Richmond Times-Dispatch – <http://www.TimesDispatch.com>
- Virginia Department of Health – <http://www.vdh.state.va.us>
- Center for Disease Control – <http://www.cdc.gov>
- Food and Drug Administration – <http://www.fda.gov>
- Nation Institutes of Health – <http://www.nih.gov>

Assessment Ideas

The student will:

- keep weekly logs of television and Web page advertisements that are targeted at adolescent audiences.
- assess whether the advertisements were or were not appropriate for making good health decisions.
- create (videotape, artist drawing, Power Point presentation, etc.) an appropriate health-related teenage advertisement.

Information Access and Use Eighth Grade

Standard of Learning

- 8.4 The student will interpret and evaluate how health information, products, services, and agencies are targeted to impact adolescents. Key concepts/skills include:
- b) the influence of multiple media resources on personal choices;

Understanding the Standard

The student will recognize the influence of multiple media sources on adolescent health choices.

Essential Knowledge and Skills

The student will:

- brainstorm a list of media sources that influence adolescent health choices.
- determine why some media sources are more influential than others.

Instructional Resources

- <http://healthweb.org>
- Fact Monster – <http://www.factmonster.com>
- AskA +Locator – <http://www.vrd.org/locator/subject.shtml>
- CyberBee – <http://www.infotoday.com/MMSchools/MMStocs/MMScybertoc.html>
- KidsClick! – <http://sunsite.berkeley.edu/KidsClick!>
- Internet detectives – <http://www.madison.k12.wi.us/tnl/detectives/>
- Lesson Plans across the Curriculum – <http://members.aol.com/Donnpages/4LessonPlans.html>
- Virginia Department of Health – <http://www.vdh.state.va.us>
- Center for Disease Control – <http://www.cdc.gov>
- Food and Drug Administration – <http://www.fda.gov>
- Nation Institutes of Health – <http://www.nih.gov>

Assessment Ideas

The student will:

- analyze four adolescent health advertisements.
- determine and explain the method used to influence choices.
- rate the four advertisements from least effective to most valuable.

Information Access and Use Eighth Grade

Standard of Learning

- 8.4 The student will interpret and evaluate how health information, products, services, and agencies are targeted to impact adolescents. Key concepts/skills include:
- c) consumer rights related to health products and services.

Understanding the Standard

The student will evaluate consumer rights issues related to products and services targeted at adolescent consumers.

Essential Knowledge and Skills

The student will:

- define consumer rights.
- list examples of health quackery.
- list examples of consumer problems that may occur with health products or services.
- identify solutions to health product or service problems.
- define consumer advocate.

Instructional Resources

- Consumer Protection – <http://www.ftc.gov/ftc/consumer.htm>
- LessonPlanZ.com – <http://www.LessonPlanZ.com>
- Applesforhealth.com – Super Search the Health Web – <http://www.applesforhealth.com>
- Health Teacher – <http://healthteacher.com/lessonguides>
- PBS Teacher Resource: Health and Fitness – <http://www.pbs.org/teachersource/health.htm>
- Internet Healthy Lifestyle Webquest – <http://www.plainfield.k12.in.us/hschool/webq>
- Foundation for Consumer Rights – <http://www.consumerwatchdog.org>
- Digital Consumer Rights – <http://www.ftc.gov/ftc/consumer.htm>
- International Consumer Rights Protection Council – <http://consumercourt.tripod.com>
- BBC Learning Consumer Rights – http://www.bbc.co.uk/learning/library/consumer_rights.shtml
- Consumer Action – <http://www.consumer-action.org/English/ConsumerRights/index.php>
- Coalition for Consumer Rights – <http://www.coalitionforconsumerrights.org>

Assessment Ideas

The student will:

- write a two-page research paper on the history of consumer demands for product safety, reliable health services, etc.
- relate the historical research to modern-day consumer issues.
- explain the difference between solutions to service problems and solutions to product problems.

Community Health and Wellness Eight Grade

Standard of Learning

- 8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include:
- a) methods used to reduce health hazards and risks;
 - b) the health risks associated with yielding to peer pressure;
 - c) the similarities among practices associated with healthy environments;
 - d) opportunities for community service.

Understanding the Standard

The student will investigate and evaluate methods to reduce health hazards and risks, how health risks are associated with peer pressure, the similarity among practices associated with healthy environments, and the opportunities for community service.

Essential Knowledge and Skills

The student will:

- define quackery. (consumer fraud or deception that involves the practice of promoting or selling useless products or services)
- define quack. (a person who markets inaccurate health-related information, unreliable health care, or useless products or services)
- describe a fad. (something that is very popular for a short period time)
- define peer. (a person in the same age group)
- describe peer pressure. (the influence people of the same age have on one another)
- define ecology. (the study of how living things are connected in the environment)
- describe a health advocate. (someone who chooses actions that protect the environment)
- explain service learning. (an educational experience that combines learning with community service without pay)
- describe shadowing. (spending time with a mentor as a he/she performs work activities)
- define mentor. (spending time with a responsible, trusted person who guides and helps a younger person)
- identify three kinds of health-related quackery:
 - weight loss and diet scams;
 - unproven medical treatments; and
 - unproven medical products.
- investigate health-related products that promote quick fixes or cures.
- explain environmental protection strategies for individuals and communities:
 - stop pollution;
 - choose behavior that prevents harmful changes in the atmosphere;
 - choose behavior that prevents harmful changes in the climate;
 - conserve natural resources; and
 - improve living conditions for all.
- list ways to be a health advocate for the environment.
- describe steps to explore volunteer opportunities:
 - list your skills, talents, and interests;
 - ask your teacher or guidance counselors about opportunities to participate in service learning; and
 - call or visit organizations for which you would like to volunteer.

Instructional Resources

- [Totally Awesome Health](#)
- [Discover Health](#)

- Health Promotion Wave

Assessments Ideas

The student will:

- brainstorm ways to recognize products that promote claims that could be false.
- list fads both current and in the past.
- explain why some fads may be harmful.
- explain the effect peer pressure has on the popularity of some of the fads.
- list three ways to preserve the environment and conserve our resources.
- plan a “Keep Our School Beautiful” day.
- examine how to improve the visual environment in your school.
- list five service learning opportunities.